

**Discussion of Standards Alignment Crosswalk for
PPS: School Social Work
Professional Services Division
August 2012**

Overview of this Report

This agenda item reports on an alignment study comparing California's adopted program standards for the Pupil Personnel Services program in School Social Work with the national professional association's adopted standards. Included in this agenda item is a draft crosswalk which provides information on the standards for the national accrediting body for School Social Work--**Council on Social Work Education Educational Policy and Accreditation Standards (CSWE-EPAS) 2008** and the **CTC adopted—Pupil Personnel Services-School Social Work Standards (PPS-SSW) 2001**. Pending COA's guidance, staff could collect stakeholder feedback on the proposed alignment crosswalk. The alignment crosswalk could return to the Committee on Accreditation (COA) at its February 2013 meeting for further consideration, review of stakeholder feedback, and possible adoption. If finalized and approved by the COA the School Social Work Crosswalk would be available for use by institutions that have received national accreditation from CSWE-EPAS.

Staff Recommendation

Staff recommends that the Committee on Accreditation review the draft School Social Work standards crosswalk as an information item to guide the process of determining possible alignment between the PPS-SSW standards and the national CSWE-EPAS standards. Staff also proposes that if the COA is supportive of the draft crosswalk, staff be allowed to move forward to obtain feedback from the field. It is anticipated that, pending the COA's guidance, this item will return to the COA as an action item in February 2013.

Background

CTC staff has received numerous requests from School Social Work (SSW) programs for an alignment matrix that would allow the program to submit the approval granted by the nationally approved accrediting body, Council on Social Work Education-Educational Policy and Accreditation Standards (CSWE-EPAS), as partial fulfillment of the CTC School Social Work Standards. The Commission has adopted School Social Work Standards housed within Pupil Personnel Services (PPS) which can be viewed at the following location: <http://www.ctc.ca.gov/educator-prep/standards/pps.pdf>

According to California Education Code one of the main responsibilities noted for COA is to determine comparability of standards between the national standards and California's adopted program standards. Education Code 44374 (f) provides for the option of a program or institution to substitute National Professional accreditation for the Commission's accreditation activities. The ability to "substitute" is restricted by the conditions delineated in the *Accreditation Framework* (<http://www.ctc.ca.gov/educator-prep/accred-align.html>). Where there is alignment, the national program standards may be used in California's accreditation activities in lieu of the state's adopted program standards. Nationally accredited credential programs participate in the unit accreditation process. If the national standards are aligned in some areas,

but other areas of the California adopted program standards are not adequately addressed, the COA may determine that an approved program may utilize the national standards plus address the identified portions of California's adopted program standards. Currently CTC has two approved PPS crosswalks that are aligned with the national standards: (1) Council for Accreditation of Counseling and Related Educational Programs (CACREP), and (2) National Association of School Psychologists (NASP). The crosswalks for School Counseling and School Psychology have assisted in eliminating duplicate processes for programs that have received national accreditation.

Draft School Social Work Crosswalk

Staff has spent the past eight months working with representatives from the School Social Work field. A Commission staff consultant facilitated a one-day meeting where faculty in this field from California institutions, a UC and a private university, began the review of the adopted California program standards and the professional associations' program standards in School Social Work. Faculty continued the review process via face to face meetings, phone conferences, and email to prepare the draft crosswalk with input provided by the staff consultant and CTC administration.

The draft School Social Work crosswalk is presented as a possible option for those programs that have participated successfully in the national accreditation process. During Program Assessment the nationally approved programs would only respond to one set of program standards, the CSWE-EPAS standards, plus any PPS-SSW standards or portion of a standard that was not identified as contained in the crosswalk. The full CSWE-EPAS standards are available for review at the following location: <http://www.cswe.org/File.aspx?id=13780>

Proposed Alignment Matrices

School Social Work faculty participating in the comparability study could not find standards comparable to **portions** of the following CTC Standards in the CSWE-EPAS Standards. The non-aligned sections of the standards may be viewed in detail in Appendix A.

All CTC School Social Work Standards are met by CSWE EPAS with the following exceptions:

- Generic Standard 3: Socio Cultural Competence
- Generic Standard 4: Assessment
- Generic Standard 5: Comprehensive Prevention and Early Intervention for Achievement
- Generic Standard 7: Family-School Collaboration
- Generic Standard 9: School Safety and Violence Prevention
- Generic Standard 10: Consultation
- Generic Standard 11: Learning Theory and Educational Psychology
- Generic Standard 16: Supervision and Mentoring
- Specialization Standard 17: Social Work Foundations
- Specialization Standard 18: Professional Ethics
- Specialization Standard 19: Wellness and Resiliency Promotion
- Specialization Standard 20: Direct Learning Support Services
- Specialization Standard 21: System Level Learning Support Services

- Specialization Standard 22: Pupil, Family, Faculty and Community Linkages and Partnerships
- Specialization Standard 23: Research
- Specialization Standard 24: Field Experience
- Specialization Standard 25: Determination of Candidate Competence

Therefore the recommendation is that approved California programs which elect to use the CSWE-EPAS standards would need to address the standards identified above in addition to the Council on Social Work Education-Educational Policy and Accreditation Standards (CSWE-EPAS).

Information from the Council on Social Work Education (CSWE) website is included below to inform the Committee's understanding of the details provided in the draft crosswalk:

The Council on Social Work Education (CSWE) uses the Educational Policy and Accreditation Standards (EPAS) to accredit baccalaureate- and masters-level social work programs. EPAS supports academic excellence by establishing thresholds for professional competence.

EPAS describe four features of an integrated curriculum design: (1) program mission and goals; (2) explicit curriculum; (3) implicit curriculum; and (4) assessment. The Educational Policy and Accreditation Standards are conceptually linked. Educational Policy describes each curriculum feature. Accreditation Standards are derived from the Educational Policy and specify the requirements used to develop and maintain an accredited social work program.

Institutions that qualify to use the crosswalk by virtue of their national approval will address all additional components of the accreditation approval process as required for their specific submission (i.e., Common Standards, Preconditions). Information from the PPS-SSW standards is included below to inform the Committee's understanding of the details provided in the crosswalk.

Pupil Personnel Services (PPS) credentials encompass a set of Generic Standards and four areas of specialization: School Counselor, School Psychologist, and School Social Worker with an option to add the Child Welfare and Attendance specialization which must be attached to one of the three other Pupil Personnel Services Specialization Programs. Institutions submitting a request for the SSW credential are required to address all generic standards plus the respective SSW specialization standards in the development of their programs. The generic core, standards 1-16, gives emphasis to the common PPS concepts, terminology, methods and interdisciplinary support. The SSW Specialization, standards 17-25, highlights three overarching areas that include Core Knowledge Base and Foundation, Professional Skills and Training, and Field Experience. SSW Intern standards are not included in the crosswalk and would require an additional response from institutions planning to offer the SSW Intern option. At the current time, no institutions have requested approval for the SSW Intern Credential. This agenda item will focus only on the standards for the PPS-School Social Work Credential (PPS-SSW).

Writing to the national CSWE-EPAS standards will not lessen the requirements for program approval. However, as indicated by those in the SSW field, it will combine the efforts and time required for preparing the submission and documentation. Any institution electing to utilize the option of submitting their CSWE-EPAS approval will also respond to the additional sections of the SSW standards that were not addressed in the CSWE-EPAS standards crosswalk

Staff proposes that the draft CSWE-EPAS/SSW crosswalk be discussed by the COA, any suggested revisions completed, and the draft crosswalk document prepared for submission to the field for input.

The draft CSWE-EPAS/SSW crosswalk has been included as Appendix A for your discussion and analysis.

Next Steps

Based on the COA's discussion, direction, and revision of the draft crosswalk staff will seek feedback from the field, if appropriate, and prepare an action item for the February 2013 COA meeting.

Appendix A

Commission on Teacher Credentialing (CTC) Pupil Personnel Services Program/School Social Work

and

Council on Social Work Education/Educational Policy and Accreditation Standards

Standards Crosswalk

DRAFT School Social Work Crosswalk

Commission on Teacher Credentialing		Council on Social Work Education (CSWE) Educational Policy Standard (EPAS) and/or Accreditation Standard (AS)	
Standards	Components	EPAS and/or AS Text	
Generic Standards			
1. Program Design, Rationale, and Coordination	(a) the program is coordinated with a cohesive design	EPAS 1.0	Educational Policy 1.0—Program Mission and Goals The mission and goals of each social work program address the profession’s purpose, are grounded in core professional values (EP 1.1), and are informed by context (EP 1.2).
	(b) the program has a cogent rationale	AS M2.0.5	Accreditation Standard M2.0.5 Provides a rationale for its formal curriculum design (foundation and advanced), demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field (EP 2.0).
	(c) the program’s foundation courses precede advanced	EPAS 3.4	Educational Policy 3.4—Administrative Structure Social work faculty and administrators, based on their education, knowledge, and skills, are best suited to make decisions regarding the delivery of social work education. They exercise autonomy in designing an administrative and leadership structure, developing curriculum, and formulating and implementing policies that support the education of competent social workers.
			Educational Policy 2.0—The Social Work Curriculum and Professional Practice The explicit curriculum constitutes the program’s formal educational structure and includes the courses and the curriculum. Social work education is grounded in the liberal arts, which provide the intellectual basis for the professional curriculum and inform its design. The explicit curriculum achieves the program’s competencies through an intentional design that includes the foundation offered at the baccalaureate and master’s levels and the advanced curriculum offered at the master’s level. The BSW curriculum prepares its graduates for generalist practice through mastery of the core competencies. The MSW curriculum prepares its graduates for advanced practice through mastery of the core competencies augmented by knowledge and practice behaviors specific to a concentration.
			Educational Policy M2.2—Advanced Practice Advanced practitioners refine and advance the quality of social work practice and that of the larger social work profession. They synthesize and apply a broad range of interdisciplinary and

DRAFT School Social Work Crosswalk

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			<p>multidisciplinary knowledge and skills. In areas of specialization, advanced practitioners assess, intervene, and evaluate to promote human and social well-being. To do so they suit each action to the circumstances at hand, using the discrimination learned through experience and self-improvement. Advanced practice incorporates all of the core competencies augmented by knowledge and practice behaviors specific to a concentration.</p> <p>Accreditation Standard M2.0—Curriculum The 10 core competencies are used to design the foundation and advanced curriculum. The advanced curriculum builds on and applies the core competencies in an area(s) of concentration.</p>
2. Growth and Development	<p>(a) candidates understand typical & atypical growth</p> <p>(b) candidates understand theories and research on pupil strengths and weaknesses that affect learning and those which have effects on health and developmental factors, language, cultural variables, diversity, SES, and resiliency on development</p>	<p>EPAS 2.1.4</p> <p>EPAS 2.1.7</p> <p>AS 3.1.2</p>	<p>Educational Policy 2.1.4—Engage diversity and difference in practice. Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers</p> <ul style="list-style-type: none"> • recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power; • gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups; • recognize and communicate their understanding of the importance of difference in shaping life experiences; and • view themselves as learners and engage those with whom they work as informants. <p>Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment. Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge</p>

DRAFT School Social Work Crosswalk

Commission on Teacher Credentialing		Council on Social Work Education (CSWE) Educational Policy Standard (EPAS) and/or Accreditation Standard (AS)	
Standards	Components	EPAS and/or AS Text	
			<p>from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers</p> <ul style="list-style-type: none"> • utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and • critique and apply knowledge to understand person and environment. <p>Accreditation Standard 3.1.2 The program describes how its learning environment models affirmation and respect for diversity and difference.</p> <p>Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research. Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers</p> <ul style="list-style-type: none"> • use practice experience to inform scientific inquiry and • use research evidence to inform practice
3. Socio-Cultural Competence	<p>(a) candidates understand ethnic, cultural, SES, and environmental factors influences learning and achievement</p> <p>(b) candidates work effectively with diverse pupils and families</p> <p>(c) candidates have an appreciation for</p>	<p>EPAS 2.1.4</p> <p>AS 3.1.1</p> <p>AS 3.1.2</p> <p>AS 3.1.3</p>	<p>Educational Policy 2.1.4—Engage diversity and difference in practice. Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers</p> <ul style="list-style-type: none"> • recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power; • gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;

DRAFT School Social Work Crosswalk

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	<div>diversity</div> <div>(d) candidates serve diverse and changing communities</div> <div>(e) candidates have an understanding of the development of culturally congruent policies, programs and practices</div>		<ul style="list-style-type: none"> • recognize and communicate their understanding of the importance of difference in shaping life experiences; and • view themselves as learners and engage those with whom they work as informants. <p>Accreditation Standard 3.1—Diversity Accreditation Standard 3.1.1 The program describes the specific and continuous efforts it makes to provide a learning environment in which respect for all persons and understanding of diversity and difference are practiced.</p> <p>Accreditation Standard 3.1.2 The program describes how its learning environment models affirmation and respect for diversity and difference.</p> <p>Accreditation Standard 3.1.3 The program discusses specific plans to improve the learning environment to affirm and support persons with diverse identities.</p> <p>Not addressed by the CSWE EPAS:</p> <p>Specialization Standard 3: Socio Cultural Competence. (b) Candidates will learn skills to work effectively with pupils and their families from diverse backgrounds</p> <p>Educational Policy 2.1.9—Respond to contexts that shape practice. Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers</p> <ul style="list-style-type: none"> • continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and • provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.
4. Assessment	(a) candidates engage in data-based decision making	EPAS 2.1.6	<p>Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research. Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social</p>

DRAFT School Social Work Crosswalk

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Standards	Components	EPAS and/or AS Text	
	(b) candidates understand, evaluate and promote positive pupil performance, program outcomes, and school climate influence of multiple factors in pupil achievement	<p>EPAS 2.1.7</p> <p>service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers</p> <ul style="list-style-type: none"> • use practice experience to inform scientific inquiry and <p>EPAS 2.1.9</p> <ul style="list-style-type: none"> • use research evidence to inform practice. <p>Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment. Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers</p> <ul style="list-style-type: none"> • utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and • critique and apply knowledge to understand person and environment. <p>Educational Policy 2.1.9—Respond to contexts that shape practice. Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers</p> <ul style="list-style-type: none"> • continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and • provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services. <p>Educational Policy 2.1.10(a)—Engagement Social workers</p> <ul style="list-style-type: none"> • substantively and affectively prepare for action with individuals, families, groups, organizations, and communities; • use empathy and other interpersonal skills; and • develop a mutually agreed-on focus of work and desired outcomes. 	

DRAFT School Social Work Crosswalk

Commission on Teacher Credentialing		Council on Social Work Education (CSWE) Educational Policy Standard (EPAS) and/or Accreditation Standard (AS)	
Standards	Components	EPAS and/or AS Text	
			<p>Educational Policy 2.1.10(b)—Assessment Social workers</p> <ul style="list-style-type: none"> • collect, organize, and interpret client data; • assess client strengths and limitations; • develop mutually agreed-on intervention goals and objectives; and • select appropriate intervention strategies. <p>Educational Policy 2.1.10(c)—Intervention Social workers</p> <ul style="list-style-type: none"> • initiate actions to achieve organizational goals; • implement prevention interventions that enhance client capacities; • help clients resolve problems; • negotiate, mediate, and advocate for clients; and • facilitate transitions and endings. <p>Educational Policy 2.1.10(d)—Evaluation Social workers critically analyze, monitor, and evaluate interventions.</p> <p>Not addressed by the CSWE EPAS:</p> <p>Generic Standard 4: Assessment. The program provides candidates with the . . . methods of using assessment data to support data-based decision making for the purpose of understanding, evaluating and promoting positive pupil performance, program outcomes, and school climate.</p>
5. Comprehensive Prevention and Early	(a) candidates understand factors that contribute to successful learning	EPAS' s 2.1.10 (a-c)	<p>Educational Policy 2.1.10(a)—Engagement Social workers</p> <ul style="list-style-type: none"> • substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;

DRAFT School Social Work Crosswalk

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Standards	Components	EPAS and/or AS Text	
Intervention for Achievement	<p>(b) candidates identify and address problems in early stages</p> <p>(c) candidates implement prevention and early intervention strategies</p> <p>(d) candidates understand classroom, school, family and community factors that support pupil learning</p> <p>(e) candidates demonstrate skills to assist pupils with learning difficulties</p>		<ul style="list-style-type: none"> • use empathy and other interpersonal skills; and • develop a mutually agreed-on focus of work and desired outcomes. <p>Educational Policy 2.1.10(b)—Assessment Social workers</p> <ul style="list-style-type: none"> • collect, organize, and interpret client data; • assess client strengths and limitations; • develop mutually agreed-on intervention goals and objectives; and • select appropriate intervention strategies. <p>Educational Policy 2.1.10(c)—Intervention Social workers</p> <ul style="list-style-type: none"> • initiate actions to achieve organizational goals; • implement prevention interventions that enhance client capacities; • help clients resolve problems; • negotiate, mediate, and advocate for clients; and • facilitate transitions and endings. <p>Not addressed by the CSWE EPAS:</p> <p>Generic Standard 5: Comprehensive Prevention and Early Intervention for Achievement. (a) The program provides candidates with opportunities and experiences to display an understanding of the factors that contribute to successful learning. (d) The program requires candidates to demonstrate knowledge of classroom, school, family, and community factors that support pupil learning and (e) to develop skills to assist pupils who experience learning difficulties.</p>
6. Professional Ethics and	(a) candidates understand professional	EPAS 2.1.2	<p>Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice. Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its</p>

DRAFT School Social Work Crosswalk

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Standards	Components	EPAS and/or AS Text	
Legal Mandates	<p>codes of ethics and current legal mandates</p> <p>(b) candidates understand a range of legal issues</p> <p>(c) candidates are able to access information about legal and ethical matters</p>		<p>ethical standards, and relevant law. Social workers</p> <ul style="list-style-type: none"> • recognize and manage personal values in a way that allows professional values to guide practice; • make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics² and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles; 3 • tolerate ambiguity in resolving ethical conflicts; and • apply strategies of ethical reasoning to arrive at principled decisions.
7. Family-School Collaboration	<p>(a) candidates understand ways in which pupil development, well being and learning are enhanced by family school collaboration</p> <p>(b) candidates foster respectful and productive family school collaboration</p>	<p>EPAS 2.1.7</p> <p>EPAS 2.1.8</p>	<p>Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.</p> <p>Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers</p> <ul style="list-style-type: none"> • utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and • critique and apply knowledge to understand person and environment. <p>Educational Policy 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.</p> <p>Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development. Social workers</p> <ul style="list-style-type: none"> • analyze, formulate, and advocate for policies that advance social well-being; and • collaborate with colleagues and clients for effective policy action. <p>Not addressed by the CSWE EPAS:</p>

DRAFT School Social Work Crosswalk

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Standards	Components	EPAS and/or AS Text	
			<p>Generic Standard 7: Family-School Collaboration. (a) The program provides candidates with opportunities and experiences to display an understanding of the ways in which pupil development, wellbeing, and learning are enhanced by family-school collaboration.</p> <p>Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments. Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers</p> <ul style="list-style-type: none"> • distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom; • analyze models of assessment, prevention, intervention, and evaluation; and • demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.
8. Self-Esteem and Personal and Social Responsibility	<p>(a) candidates assess their own self esteem</p> <p>(b) candidates demonstrate principles of building self esteem, personal and social responsibility and lifelong learning</p>	<p>EPAS 1.1</p> <p>EPAS 2.1.1</p>	<p>Educational Policy 1.1—Values Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, 1 human rights, and scientific inquiry are among the core values of social work. These values underpin the explicit and implicit curriculum and frame the profession’s commitment to respect for all people and the quest for social and economic justice.</p> <p>Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly. Social workers serve as representatives of the profession, its mission, and its core values. They know the profession’s history. Social workers commit themselves to the profession’s enhancement and to their own professional conduct and growth. Social workers</p> <ul style="list-style-type: none"> • advocate for client access to the services of social work; • practice personal reflection and self-correction to assure continual professional development;

DRAFT School Social Work Crosswalk

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Standards	Components	EPAS and/or AS Text	
			<ul style="list-style-type: none"> • attend to professional roles and boundaries; • demonstrate professional demeanor in behavior, appearance, and communication; • engage in career-long learning; and • use supervision and consultation
9. School Safety and Violence Prevention	<p>(a) candidates understand ways to enhance safety and well being of pupils</p> <p>(b) candidates have knowledge and models of systematic school safety planning</p> <p>(c) candidates are knowledgeable about plans for crisis response, prevention, intervention and treatment</p> <p>(d) candidates have knowledge and skills to reduce school violence</p> <p>(e) candidates address needs of witnesses, victims and perpetrators of violence</p>	<p>EPAS 2.1.5</p>	<p>Educational Policy 2.1.5—Advance human rights and social and economic justice. Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Social workers</p> <ul style="list-style-type: none"> • understand the forms and mechanisms of oppression and discrimination; • advocate for human rights and social and economic justice; and • engage in practices that advance social and economic justice. <p>Not addressed by the CSWE EPAS:</p> <p>Generic Standard 9: School Safety and Violence Prevention. (b) The program provides candidates with the knowledge and models of systematic school safety planning. (d)The program provides candidates with opportunities and experiences to demonstrate knowledge and skills to assist in the development and implementation of a comprehensive program to reduce the incidence of school site violence. (e) Candidates provided with knowledge and skills that address the needs of witnesses, victims and perpetrators of violence as they relate to improved behavior and enhanced teaching and learning.</p>
10. Consultation	(a) candidates know and apply theories, models and processes of	<p>EPAS 2.1.1</p>	<p>Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly. Social workers serve as representatives of the profession, its mission, and its core values. They</p>

DRAFT School Social Work Crosswalk

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	consultation (b) candidates use communication, interpersonal and problem solving skills in consultation with teachers, administrators, parents and others when consulting and collaborating, SP identify problem areas, collect and analyze information, make decisions about, and evaluate service delivery	EPAS 2.1.10 (a-d) know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth. Social workers <ul style="list-style-type: none"> • advocate for client access to the services of social work; • practice personal reflection and self-correction to assure continual professional development; • attend to professional roles and boundaries; • demonstrate professional demeanor in behavior, appearance, and communication; • engage in career-long learning; and • use supervision and consultation. Educational Policy 2.1.10(a)—Engagement Social workers <ul style="list-style-type: none"> • substantively and affectively prepare for action with individuals, families, groups, organizations, and communities; • use empathy and other interpersonal skills; and • develop a mutually agreed-on focus of work and desired outcomes. Educational Policy 2.1.10(b)—Assessment Social workers <ul style="list-style-type: none"> • collect, organize, and interpret client data; • assess client strengths and limitations; • develop mutually agreed-on intervention goals and objectives; and • select appropriate intervention strategies Educational Policy 2.1.10(c)—Intervention Social workers <ul style="list-style-type: none"> • initiate actions to achieve organizational goals; • implement prevention interventions that enhance client capacities; • help clients resolve problems; 	

DRAFT School Social Work Crosswalk

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Standards	Components	EPAS and/or AS Text	
			<ul style="list-style-type: none"> • negotiate, mediate, and advocate for clients; and • facilitate transitions and endings. <p>Educational Policy 2.1.10(d)—Evaluation Social workers critically analyze, monitor, and evaluate interventions.</p> <p>Not addressed by the CSWE EPAS:</p> <p>Generic Standard 10: Consultation. (b) Candidates have opportunities and experiences to display the ability to use communication, interpersonal, and problem-solving skills in consultation with teachers, administrators, other school personnel, family members, community groups, and agencies.</p>
11. Learning Theory and Educational Psychology	<p>(a) candidates understand learning theories and factors influence learning and teaching (e.g., cognition, memory, cultural and linguistic differences)</p> <p>(b) candidates know how to evaluate the congruence between instructional strategies and pupil learning assets and deficits</p>	<p>EPAS 2.1.7</p> <p>EPAS 2.1.10 (b-d)</p>	<p>Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment. Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers</p> <ul style="list-style-type: none"> • utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and • critique and apply knowledge to understand person and environment. <p>Educational Policy 2.1.10(b)—Assessment Social workers</p> <ul style="list-style-type: none"> • collect, organize, and interpret client data; • assess client strengths and limitations; • develop mutually agreed-on intervention goals and objectives; and • select appropriate intervention strategies.

DRAFT School Social Work Crosswalk

Commission on Teacher Credentialing		Council on Social Work Education (CSWE) Educational Policy Standard (EPAS) and/or Accreditation Standard (AS)	
Standards	Components	EPAS and/or AS Text	
			<p>Educational Policy 2.1.10(c)—Intervention Social workers</p> <ul style="list-style-type: none"> • initiate actions to achieve organizational goals; • implement prevention interventions that enhance client capacities; • help clients resolve problems; • negotiate, mediate, and advocate for clients; and • facilitate transitions and endings. <p>Educational Policy 2.1.10(d)—Evaluation Social workers critically analyze, monitor, and evaluate interventions.</p> <p>Not addressed by the CSWE EPAS:</p> <p>Generic Standard 11: Learning Theory and Educational Psychology. All approved CSWE programs must address this standard in its entirety.</p>
12. Professional Leadership Development	<p>(a) candidates understand the importance of leadership</p> <p>(b) candidates operate as systems change agents</p>	<p>EPAS 2.1.9</p> <p>EPAS 2.1.10</p>	<p>Educational Policy 2.1.9—Respond to contexts that shape practice. Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers</p> <ul style="list-style-type: none"> • continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and • provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services. <p>Educational Policy 2.1.10 - Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities. Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to</p>

DRAFT School Social Work Crosswalk

Commission on Teacher Credentialing		Council on Social Work Education (CSWE) Educational Policy Standard (EPAS) and/or Accreditation Standard (AS)	
Standards	Components	EPAS and/or AS Text	
			achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing, advocating, and providing leadership for policies and services; and promoting social and economic justice.
13. Collaboration and Coordination of Pupil Support Systems	<p>(a) candidates collaborate effectively with community based organization, agencies and others</p> <p>(b) candidates demonstrate knowledge of programs and models within comprehensive systems designed to promote high expectations and increase pupil achievement</p>	<p>EPAS 2.1.8</p> <p>EPAS 2.1.9</p>	<p>Educational Policy 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services. Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development. Social workers:</p> <ul style="list-style-type: none"> • analyze, formulate, and advocate for policies that advance social well-being; and • collaborate with colleagues and clients for effective policy action. <p>Educational Policy 2.1.9—Respond to contexts that shape practice. Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers</p> <ul style="list-style-type: none"> • continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and • provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services. <p>Educational Policy 2.1.10(c)—Intervention Social workers</p> <ul style="list-style-type: none"> • initiate actions to achieve organizational goals; • implement prevention interventions that enhance client capacities; • help clients resolve problems; • negotiate, mediate, and advocate for clients; and • facilitate transitions and endings. <p>Educational Policy M2.2—Advanced Practice</p>

DRAFT School Social Work Crosswalk

Commission on Teacher Credentialing		Council on Social Work Education (CSWE) Educational Policy Standard (EPAS) and/or Accreditation Standard (AS)	
Standards	Components	EPAS and/or AS Text	
			Advanced practitioners refine and advance the quality of social work practice and that of the larger social work profession. They synthesize and apply a broad range of interdisciplinary and multidisciplinary knowledge and skills. In areas of specialization, advanced practitioners assess, intervene, and evaluate to promote human and social well-being. To do so they suit each action to the circumstances at hand, using the discrimination learned through experience and self-improvement. Advanced practice incorporates all of the core competencies augmented by knowledge and practice behaviors specific to a concentration.
14. Human Relations	<p>(a) candidates demonstrate self awareness, sensitivity to others in skillfulness in relating to individuals and groups</p> <p>(b) candidates understand socio-psychological concepts of various group relations</p> <p>(c) candidates are able to facilitate group process and mediate conflict</p>	<p>EPAS 2.1.3</p> <p>EPAS 2.1.4</p> <p>EPAS 2.1 10 (a-d)</p> <p>EPAS B2.2</p>	<p>Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments. Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers</p> <ul style="list-style-type: none"> • distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom; • analyze models of assessment, prevention, intervention, and evaluation; and • demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues. <p>Educational Policy 2.1.4—Engage diversity and difference in practice. Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers</p> <ul style="list-style-type: none"> • recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power; • gain sufficient self-awareness to eliminate the influence of personal biases and values in

DRAFT School Social Work Crosswalk

Commission on Teacher Credentialing		Council on Social Work Education (CSWE) Educational Policy Standard (EPAS) and/or Accreditation Standard (AS)	
Standards	Components	EPAS and/or AS Text	
			<p>working with diverse groups;</p> <ul style="list-style-type: none"> • recognize and communicate their understanding of the importance of difference in shaping life experiences; and • view themselves as learners and engage those with whom they work as informants. <p>Educational Policy 2.1.10(a)—Engagement Social workers</p> <ul style="list-style-type: none"> • substantively and affectively prepare for action with individuals, families, groups, organizations, and communities; • use empathy and other interpersonal skills; and • develop a mutually agreed-on focus of work and desired outcomes. <p>Educational Policy 2.1.10(b)—Assessment Social workers</p> <ul style="list-style-type: none"> • collect, organize, and interpret client data; • assess client strengths and limitations; • develop mutually agreed-on intervention goals and objectives; and • select appropriate intervention strategies. <p>Educational Policy 2.1.10(c)—Intervention Social workers</p> <ul style="list-style-type: none"> • initiate actions to achieve organizational goals; • implement prevention interventions that enhance client capacities; • help clients resolve problems; • negotiate, mediate, and advocate for clients; and • facilitate transitions and endings. <p>Educational Policy 2.1.10(d)—Evaluation Social workers critically analyze, monitor, and evaluate interventions.</p> <p>Educational Policy B2.2—Generalist Practice</p>

DRAFT School Social Work Crosswalk

Commission on Teacher Credentialing		Council on Social Work Education (CSWE) Educational Policy Standard (EPAS) and/or Accreditation Standard (AS)	
Standards	Components	EPAS and/or AS Text	
			Generalist practice is grounded in the liberal arts and the person and environment construct. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with individuals, families, groups, organizations, and communities. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice. Generalist practitioners incorporate diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice. BSW practice incorporates all of the core competencies.
15. Technological Literacy	(a) candidates have skill in current technology for communication, and collecting, organizing, distributing and analyzing data	EPAS 1.2	<p>Educational Policy 1.2—Program Context Context encompasses the mission of the institution in which the program is located and the needs and opportunities associated with the setting. Programs are further influenced by their historical, political, economic, social, cultural, demographic, and global contexts and by the ways they elect to engage these factors. Additional factors include new knowledge, technology, and ideas that may have a bearing on contemporary and future social work education and practice.</p> <p>Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments. Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers</p> <ul style="list-style-type: none"> • distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom; • analyze models of assessment, prevention, intervention, and evaluation; and • demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues. <p>Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research. Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social</p>

DRAFT School Social Work Crosswalk

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Standards	Components	EPAS and/or AS Text	
			<p>service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers</p> <ul style="list-style-type: none"> • use practice experience to inform scientific inquiry and • use research evidence to inform practice. <p>Educational Policy 2.1.9—Respond to contexts that shape practice. Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers</p> <ul style="list-style-type: none"> • continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and • provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services. <p>Educational Policy 2.1.10(b)—Assessment Social workers</p> <ul style="list-style-type: none"> • collect, organize, and interpret client data; • assess client strengths and limitations; • develop mutually agreed-on intervention goals and objectives; and • select appropriate intervention strategies
16. Supervision and Mentoring	(a) candidates are provided opportunities and experiences to demonstrate knowledge of models of supervision used to mentor pre - professionals	EPAS 2.1.1	<p>Educational Policy 2.1.1—Identify as a professional social worker and conduct oneself accordingly</p> <p>Social workers serve as representatives of the profession, its mission, and its core values. They know the profession’s history. Social workers commit themselves to the profession’s enhancement and to their own professional conduct and growth. Social workers</p> <ul style="list-style-type: none"> • advocate for client access to the services of social work; • practice personal reflection and self-correction to assure continual professional development; • attend to professional roles and boundaries; • demonstrate professional demeanor in behavior, appearance, and communication;

DRAFT School Social Work Crosswalk

Commission on Teacher Credentialing		Council on Social Work Education (CSWE) Educational Policy Standard (EPAS) and/or Accreditation Standard (AS)	
Standards	Components	EPAS and/or AS Text	
			<ul style="list-style-type: none"> • engage in career-long learning; and • use supervision and consultation. <p>Not addressed by the CSWE EPAS:</p> <p>Generic Standard 16: Supervision and Mentoring. The program provides candidates with opportunities and experiences to demonstrate knowledge of models of supervision used to mentor pre-professionals in practica and field experience placements. Candidates recognize the important role that field-site supervisors play in pre-professional training of future pupil personnel service providers.</p>
School Social Work Specialization Standards			
17. Social Work Foundations	<p>a) candidates have a strong foundation in the knowledge base of social work.</p> <p>b) a special emphasis is placed on school social work, in order to support the full development of pupils, their schools,</p> <p>the resources of their families and the linkage of community service resources, working in partnerships toward the shared goal of pupils'</p>	<p>EPAS 2.0</p> <p>AS M2.0</p> <p>AS 2.1.7</p> <p>EPAS "Purpose Statement"</p>	<p>Educational Policy 2.0—The Social Work Curriculum and Professional Practice</p> <p>The explicit curriculum constitutes the program's formal educational structure and includes the courses and the curriculum. Social work education is grounded in the liberal arts, which provide the intellectual basis for the professional curriculum and inform its design. The explicit curriculum achieves the program's competencies through an intentional design that includes the foundation offered at the baccalaureate and master's levels and the advanced curriculum offered at the master's level. The BSW curriculum prepares its graduates for generalist practice through mastery of the core competencies. The MSW curriculum prepares its graduates for advanced practice through mastery of the core competencies augmented by knowledge and practice behaviors specific to a concentration.</p> <p>Accreditation Standard M2.0—Curriculum</p> <p>The 10 core competencies are used to design the foundation and advanced curriculum. The advanced curriculum builds on and applies the core competencies in an area(s) of concentration.</p> <p>Accreditation Standard 2.1.7 Provides orientation, field instruction training, and continuing dialog with field education settings and field instructors.</p>

DRAFT School Social Work Crosswalk

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Standards	Components	EPAS and/or AS Text	
	success		<p>CSWE Purpose statement can be found in the following web-link: http://www.cswe.org/File.aspx?id=13780</p> <p>Not addressed by the CSWE EPAS:</p> <p>Specialization Standard 17: Social Work Foundations (b) There is a special emphasis on school social work, in order to support the full development of pupils, their schools, the resources of their families and the linkage of community service resources, working in partnerships toward the shared goal of pupils' success.</p>
18. Professional Ethics	<p>a) Candidates demonstrate the ability to practice according to ethical standards including the National Association of Social Workers (NASW) Code of Ethics and the NASW Standards for School Social Work Services.</p> <p>b) Candidates demonstrate the ability to analyze and resolve ethical dilemmas that emerge in the practice of school social work.</p>	<p>EPAS 1.1</p> <p>EPAS 2.1.2</p>	<p>Educational Policy 1.1—Values Service, social justice, the dignity and worth of the person, the importance of human relationships, integrity, competence, human rights, and scientific inquiry are among the core values of social work. These values underpin the explicit and implicit curriculum and frame the profession's commitment to respect for all people and the quest for social and economic justice.</p> <p>Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice. Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers:</p> <ul style="list-style-type: none"> • recognize and manage personal values in a way that allows professional values to guide practice; • make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics² and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles; ³ • tolerate ambiguity in resolving ethical conflicts; and • apply strategies of ethical reasoning to arrive at principled decisions. <p>Not addressed by the CSWE EPAS:</p>

DRAFT School Social Work Crosswalk

Commission on Teacher Credentialing		Council on Social Work Education (CSWE) Educational Policy Standard (EPAS) and/or Accreditation Standard (AS)	
Standards	Components	EPAS and/or AS Text	
			Specialization Standard 18: Professional Ethics. Candidates demonstrate the ability to practice according to . . . the NASW Standards for School Social Work Services. Candidates demonstrate the ability to analyze and resolve ethical dilemmas that emerge in the practice of school social work.
19. Wellness and Resiliency Promotion	<p>a) Candidates demonstrate the ability to promote healthy emotional development and resiliency of pupils by designing, implementing and evaluating services and Programs at the individual, group, and institutional level.</p> <p>b) Programs and services are designed for pupils, staff, families, and communities to maximize Educational, social and emotional outcomes.</p>	<p>EPAS B2.2</p> <p>EPAS 2.1.10 a-d</p>	<p>Educational Policy B2.2—Generalist Practice Generalist practice is grounded in the liberal arts and the person and environment construct. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with individuals, families, groups, organizations, and communities. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice. Generalist practitioners incorporate diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice. BSW practice incorporates all of the core competencies.</p> <p>Educational Policy 2.1.10(a)—Engagement Social workers</p> <ul style="list-style-type: none"> • substantively and affectively prepare for action with individuals, families, groups, organizations, and communities; • use empathy and other interpersonal skills; and • develop a mutually agreed-on focus of work and desired outcomes. <p>Educational Policy 2.1.10(b)—Assessment Social workers</p> <ul style="list-style-type: none"> • collect, organize, and interpret client data; • assess client strengths and limitations; • develop mutually agreed-on intervention goals and objectives; and • select appropriate intervention strategies.

DRAFT School Social Work Crosswalk

Commission on Teacher Credentialing		Council on Social Work Education (CSWE) Educational Policy Standard (EPAS) and/or Accreditation Standard (AS)	
Standards	Components	EPAS and/or AS Text	
			<p>Educational Policy 2.1.10(c)—Intervention Social workers</p> <ul style="list-style-type: none"> • initiate actions to achieve organizational goals; • implement prevention interventions that enhance client capacities; • help clients resolve problems; • negotiate, mediate, and advocate for clients; and • facilitate transitions and endings. <p>Educational Policy 2.1.10(d)—Evaluation Social workers critically analyze, monitor, and evaluate interventions.</p> <p>Not addressed by the CSWE EPAS: Specialization Standard 19: Wellness and Resiliency Promotion. (b) Programs and services are designed for pupils, staff, families, and communities to maximize educational, social and emotional outcomes.</p>
20. Direct Learning Support Services	<p>a) Candidates demonstrate the ability to perform culturally competent, biopsychosocial assessments of pupils, their families, and their social and school environments.</p> <p>b) Candidates demonstrate the ability to deliver a continuum of prevention and intervention</p>	<p>EPAS 1.2</p> <p>EPAS 2.1.3</p> <p>EPAS 2.1.4</p> <p>EPAS 2.1.7</p> <p>EPAS 2.1.10 a-d</p>	<p>Educational Policy 1.2—Program Context Context encompasses the mission of the institution in which the program is located and the needs and opportunities associated with the setting. Programs are further influenced by their historical, political, economic, social, cultural, demographic, and global contexts and by the ways they elect to engage these factors. Additional factors include new knowledge, technology, and ideas that may have a bearing on contemporary and future social work education and practice.</p> <p>Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments. Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers</p> <ul style="list-style-type: none"> • distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom; • analyze models of assessment, prevention, intervention, and evaluation; and

DRAFT School Social Work Crosswalk

Commission on Teacher Credentialing		Council on Social Work Education (CSWE) Educational Policy Standard (EPAS) and/or Accreditation Standard (AS)	
Standards	Components	EPAS and/or AS Text	
	<p>opportunities, services, and supports to maximize positive academic, social, and emotional outcomes to pupils, their families, and to enhance the school community for all its members.</p> <p>c) Candidates understand and use the basic methods of social work intervention, which may include counseling, crisis intervention, casework, group work, community organizing, consultation, case management, family therapy, and effective educational strategies.</p>	<p>EPAS M2.2</p>	<ul style="list-style-type: none"> • demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues. <p>Educational Policy 2.1.4—Engage diversity and difference in practice. Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers</p> <ul style="list-style-type: none"> • recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power; • gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups; • recognize and communicate their understanding of the importance of difference in shaping life experiences; and • view themselves as learners and engage those with whom they work as informants. <p>Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment. Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers</p> <ul style="list-style-type: none"> • utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and • critique and apply knowledge to understand person and environment.

DRAFT School Social Work Crosswalk

Commission on Teacher Credentialing		Council on Social Work Education (CSWE) Educational Policy Standard (EPAS) and/or Accreditation Standard (AS)	
Standards	Components	EPAS and/or AS Text	
			<p>Educational Policy 2.1.10(a)—Engagement Social workers</p> <ul style="list-style-type: none"> • substantively and affectively prepare for action with individuals, families, groups, organizations, and communities; • use empathy and other interpersonal skills; and • develop a mutually agreed-on focus of work and desired outcomes. <p>Educational Policy 2.1.10(b)—Assessment Social workers</p> <ul style="list-style-type: none"> • collect, organize, and interpret client data; • assess client strengths and limitations; • develop mutually agreed-on intervention goals and objectives; and • select appropriate intervention strategies. <p>Educational Policy 2.1.10(c)—Intervention Social workers</p> <ul style="list-style-type: none"> • initiate actions to achieve organizational goals; • implement prevention interventions that enhance client capacities; • help clients resolve problems; • negotiate, mediate, and advocate for clients; and • facilitate transitions and endings. <p>Educational Policy 2.1.10(d)—Evaluation Social workers critically analyze, monitor, and evaluate interventions.</p> <p>Educational Policy M2.2—Advanced Practice Advanced practitioners refine and advance the quality of social work practice and that of the larger social work profession. They synthesize and apply a broad range of interdisciplinary and multidisciplinary knowledge and skills. In areas of specialization, advanced practitioners assess,</p>

DRAFT School Social Work Crosswalk

Commission on Teacher Credentialing		Council on Social Work Education (CSWE) Educational Policy Standard (EPAS) and/or Accreditation Standard (AS)	
Standards	Components	EPAS and/or AS Text	
			<p>intervene, and evaluate to promote human and social well-being. To do so they suit each action to the circumstances at hand, using the discrimination learned through experience and self-improvement. Advanced practice incorporates all of the core competencies augmented by knowledge and practice behaviors specific to a concentration.</p> <p>Not addressed by the CSWE EPAS:</p> <p>Specialization Standard 20: Direct Learning Support Services. (b) Candidates demonstrate the ability to deliver a continuum of prevention and intervention opportunities, services, and supports to maximize positive academic, social, and emotional outcomes to pupils, their families, and to enhance the school community for all its members.</p>
21. System Level Learning Support Services	<p>a) Candidates demonstrate the ability to assess, design, advocate for, and deliver direct and indirect services to affect culturally sensitive educational outcomes at the systemic level.</p> <p>b) Activities are based on knowledge of the mission and function of the school, school district and community, and how these systemic factors contribute to</p>	<p>EPAS 2.1.4</p> <p>EPAS 2.1.6</p> <p>EPAS 2.1.8</p> <p>EPAS 2.1.9</p> <p>EPAS 2.1.10 a-d</p>	<p>Educational Policy 2.1.4—Engage diversity and difference in practice.</p> <p>Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers</p> <ul style="list-style-type: none"> • recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power; • gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups; • recognize and communicate their understanding of the importance of difference in shaping life experiences; and • view themselves as learners and engage those with whom they work as informants. <p>Educational Policy 2.1.6—Engage in research-informed practice and practice-informed</p>

DRAFT School Social Work Crosswalk

Commission on Teacher Credentialing		Council on Social Work Education (CSWE) Educational Policy Standard (EPAS) and/or Accreditation Standard (AS)	
Standards	Components	EPAS and/or AS Text	
	learning outcomes in both positive and negative ways.		<p>research.</p> <p>Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers</p> <ul style="list-style-type: none"> • use practice experience to inform scientific inquiry and • use research evidence to inform practice. <p>Educational Policy 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.</p> <p>Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development. Social workers:</p> <ul style="list-style-type: none"> • analyze, formulate, and advocate for policies that advance social well-being; and • collaborate with colleagues and clients for effective policy action. <p>Educational Policy 2.1.9—Respond to contexts that shape practice.</p> <p>Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers</p> <ul style="list-style-type: none"> • continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and • provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services. <p>Educational Policy 2.1.10(a)—Engagement</p> <p>Social workers</p> <ul style="list-style-type: none"> • substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;

DRAFT School Social Work Crosswalk

Commission on Teacher Credentialing		Council on Social Work Education (CSWE) Educational Policy Standard (EPAS) and/or Accreditation Standard (AS)	
Standards	Components	EPAS and/or AS Text	
			<ul style="list-style-type: none"> • use empathy and other interpersonal skills; and • develop a mutually agreed-on focus of work and desired outcomes. <p>Educational Policy 2.1.10(b)—Assessment Social workers</p> <ul style="list-style-type: none"> • collect, organize, and interpret client data; • assess client strengths and limitations; • develop mutually agreed-on intervention goals and objectives; and • select appropriate intervention strategies. <p>Educational Policy 2.1.10(c)—Intervention Social workers</p> <ul style="list-style-type: none"> • initiate actions to achieve organizational goals; • implement prevention interventions that enhance client capacities; • help clients resolve problems; • negotiate, mediate, and advocate for clients; and • facilitate transitions and endings. <p>Educational Policy 2.1.10(d)—Evaluation Social workers critically analyze, monitor, and evaluate interventions.</p> <p>Not addressed by the CSWE EPAS:</p> <p>Specialization Standard 21: System Level Learning Support Services. (b) Activities are based on knowledge of the mission and function of the school, school district and community and how these systemic factors contribute to learning outcomes in both positive and negative ways.</p>
22. Pupil, Family, Faculty and	a) Candidates demonstrate the skills to create and maintain	EPAS “ Purpose se ”	CSWE Purpose statement can be found in the following web-link: http://www.cswe.org/File.aspx?id=13780

DRAFT School Social Work Crosswalk

Commission on Teacher Credentialing		Council on Social Work Education (CSWE) Educational Policy Standard (EPAS) and/or Accreditation Standard (AS)	
Standards	Components	EPAS and/or AS Text	
Community Linkages and Partnerships	<p>linkages and partnerships with pupils, families, faculty and staff and the community</p> <p>b) Candidates demonstrate the ability to advocate for and partner with a wide range of service integration efforts and providers to enhance pupils' ability to define, work toward and reach their full academic and personal potential.</p>	<p><u>Statement</u></p> <p>EPAS 2.1.8</p> <p>EPAS 2.1.9</p> <p>EPAS 2.1.10 a-d</p>	<p>Educational Policy 2.1.8—Engage in policy practice to advance social and economic well-being and to deliver effective social work services. Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development. Social workers:</p> <ul style="list-style-type: none"> • analyze, formulate, and advocate for policies that advance social well-being; and • collaborate with colleagues and clients for effective policy action. <p>Educational Policy 2.1.9—Respond to contexts that shape practice. Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively. Social workers</p> <ul style="list-style-type: none"> • continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; and • provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services. <p>Educational Policy 2.1.10(a)—Engagement Social workers</p> <ul style="list-style-type: none"> • substantively and affectively prepare for action with individuals, families, groups, organizations, and communities; • use empathy and other interpersonal skills; and • develop a mutually agreed-on focus of work and desired outcomes. <p>Educational Policy 2.1.10(b)—Assessment Social workers</p> <ul style="list-style-type: none"> • collect, organize, and interpret client data; • assess client strengths and limitations; • develop mutually agreed-on intervention goals and objectives; and

DRAFT School Social Work Crosswalk

Commission on Teacher Credentialing		Council on Social Work Education (CSWE) Educational Policy Standard (EPAS) and/or Accreditation Standard (AS)	
Standards	Components	EPAS and/or AS Text	
			<ul style="list-style-type: none"> • select appropriate intervention strategies. <p>Educational Policy 2.1.10(c)—Intervention Social workers</p> <ul style="list-style-type: none"> • initiate actions to achieve organizational goals; • implement prevention interventions that enhance client capacities; • help clients resolve problems; • negotiate, mediate, and advocate for clients; and • facilitate transitions and endings. <p>Educational Policy 2.1.10(d)—Evaluation Social workers critically analyze, monitor, and evaluate interventions.</p> <p>Not addressed by the CSWE EPAS:</p> <p><u>Specialization Standard 22: Pupil, Family, Faculty and Community Linkages and Partnerships.</u> (a) Candidates demonstrate the skills to create and maintain linkages and partnerships with pupils, families, faculty and staff and the community.</p>
23. Research	a) Candidates demonstrate knowledge of and skills in completing the essential steps and processes of research, with particular attention to: problem formulation based on theory and previous research, issues related to assessment and measurement, the logic	<p>EPAS 2.1.3</p> <p>EPAS 2.1.6</p> <p>EPAS 2.1.10 a-d</p> <p>EPAS B2.2</p>	<p>Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments. Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers</p> <ul style="list-style-type: none"> • distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom; • analyze models of assessment, prevention, intervention, and evaluation; and • demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues. <p>Educational Policy 2.1.6—Engage in research-informed practice and practice-informed</p>

DRAFT School Social Work Crosswalk

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Standards	Components	EPAS and/or AS Text	
	<p>of research design, data collection and analysis, and the appropriate interpretation of the results upon which the conclusions are based.</p> <p>b) Candidates demonstrate the ability to access and critically analyze research related to schools and communities.</p>		<p>research. Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers</p> <ul style="list-style-type: none"> • use practice experience to inform scientific inquiry and • use research evidence to inform practice. <p>Educational Policy 2.1.10(a)—Engagement Social workers</p> <ul style="list-style-type: none"> • substantively and affectively prepare for action with individuals, families, groups, organizations, and communities; • use empathy and other interpersonal skills; and • develop a mutually agreed-on focus of work and desired outcomes. <p>Educational Policy 2.1.10(b)—Assessment Social workers</p> <ul style="list-style-type: none"> • collect, organize, and interpret client data; • assess client strengths and limitations; • develop mutually agreed-on intervention goals and objectives; and • select appropriate intervention strategies. <p>Educational Policy 2.1.10(c)—Intervention Social workers</p> <ul style="list-style-type: none"> • initiate actions to achieve organizational goals; • implement prevention interventions that enhance client capacities; • help clients resolve problems; • negotiate, mediate, and advocate for clients; and • facilitate transitions and endings. <p>Educational Policy 2.1.10(d)—Evaluation</p>

DRAFT School Social Work Crosswalk

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Standards	Components	EPAS and/or AS Text	
			<p>Social workers critically analyze, monitor, and evaluate interventions.</p> <p>Educational Policy B2.2—Generalist Practice Generalist practice is grounded in the liberal arts and the person and environment construct. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with individuals, families, groups, organizations, and communities. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice. Generalist practitioners incorporate diversity in their practice and advocate for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice. BSW practice incorporates all of the core competencies.</p> <p>Not addressed by the CSWE EPAS:</p> <p>Specialization Standard 23: Research. (b) Candidates demonstrate the ability to access and critically analyze research related to schools and communities.</p>
24. Field Experience	a) Candidates demonstrate competency in school social work practice by successfully completing 1000 clock hours of field experience. At least 450 clock hours are school based practice supervised by a credentialed practitioner, of which a	EPAS 2.3	<p>Not addressed by the CSWE EPAS:</p> <p>Specialization Standard 24: Field Experience. All approved CSWE programs must address this standard in its entirety.</p>

DRAFT School Social Work Crosswalk

Commission on Teacher Credentialing		Council on Social Work Education (CSWE) Educational Policy Standard (EPAS) and/or Accreditation Standard (AS)	
Standards	Components	EPAS and/or AS Text	
	<p>minimum 100 hours are with at least ten (10) pupils of an ethnic background different from that of the candidate.</p> <p>b) A candidate's school assignment is provided in at least two age groups (preschool, elementary, middle, high school) with a minimum of 100 clock hours at each setting, not to exclude district services and programs or alternative school settings.</p>		
25. Determination of Candidate Competence	<p>a) Prior to recommending candidates for a School Social Work Credential, one or more persons who are responsible for the program determine that candidates have satisfied each professional standard.</p> <p>b) This determination is based on thorough</p>	EPAS 3.0	<p>Educational Policy 3.0—Implicit Curriculum: The Learning Environment</p> <p>The implicit curriculum refers to the educational environment in which the explicit curriculum is presented. It is composed of the following elements: the program's commitment to diversity; admissions policies and procedures; advisement, retention, and termination policies; student participation in governance; faculty; administrative structure; and resources. The implicit curriculum is manifested through policies that are fair and transparent in substance and implementation, the qualifications of the faculty, and the adequacy of resources. The culture of human interchange; the spirit of inquiry; the support for difference and diversity; and the values and priorities in the educational environment, including the field setting, inform the student's learning and development. The implicit curriculum is as important as the explicit curriculum in shaping the professional character and competence of the program's graduates. Heightened awareness of the importance of the implicit curriculum promotes an educational culture that is congruent with the values of the profession.</p>

DRAFT School Social Work Crosswalk

Commission on Teacher Credentialing		Council on Social Work Education (CSWE) Educational Policy Standard (EPAS) and/or Accreditation Standard (AS)	
Standards	Components	EPAS and/or AS Text	
	documentation and written verification by at least one district supervisor and one institutional supervisor.		<p>Accreditation Standard 2.1—Field Education The program discusses how its field education program:</p> <p>2.1.5 Specifies policies, criteria, and procedures for selecting field settings; placing and monitoring students; maintaining field liaison contacts with field education settings; and evaluating student learning and field setting effectiveness congruent with the program’s competencies.</p> <p>Not addressed by the CSWE EPAS:</p> <p><u>Specialization Standard 25: Determination of Candidate Competence</u> Prior to recommending candidates for a School Social Work Credential, one or more persons who are responsible for the program determine that candidates have satisfied each professional standard. This determination is based on thorough documentation and written verification by at least one district supervisor and one institutional supervisor.</p>

Social Workers (as identified in the EPAS and AS) are identified as current student candidates for the CTC.

DRAFT School Social Work Crosswalk

Pending Approval by COA and after feedback from the field the following statement will be added:

After a careful review of both sets of standards, the Committee on Accreditation (COA) determined that a California institution that addresses the adopted Council on Social Work Education Educational Policy Standards (EPAS) (revised, 2010) and/or Accreditation Standards (AS) (revised, 2010) have adequately addressed California's School Social Work Standards (2001) except for the 16 statements below. The following School Social Work Standards (2001) are not adequately addressed by the EPAS (revised, 2010) and AS Standards (revised, 2010) and must be addressed by all California institutions responding to the National Standards:

All CTC School Social Work Standards are met by CSWE EPAS with the following exceptions:

Generic Standard 3: Socio Cultural Competence. (b) Candidates will learn skills to work effectively with pupils and their families from diverse backgrounds.

Generic Standard 4: Assessment. (b) The program provides candidates with the . . . methods of using assessment data to support data-based decision making for the purpose of understanding, evaluating and promoting positive pupil performance, program outcomes, and school climate.

Generic Standard 5: Comprehensive Prevention and Early Intervention for Achievement. (a) The program provides candidates with opportunities and experiences to display an understanding of the factors that contribute to successful learning. (d) The program requires candidates to demonstrate knowledge of classroom, school, family, and community factors that support pupil learning and (e) to develop skills to assist pupils who experience learning difficulties.

Generic Standard 7: Family-School Collaboration. (a) The program provides candidates with opportunities and experiences to display an understanding of the ways in which pupil development, wellbeing, and learning are enhanced by family-school collaboration.

Generic Standard 9: School Safety and Violence Prevention. (b) The program provides candidates with the knowledge and models of systematic school safety planning. (d)The program provides candidates with opportunities and experiences to demonstrate knowledge and skills to assist in the development and implementation of a comprehensive program to reduce the incidence of school site violence. (e) Candidates provided with knowledge and skills that address the needs of witnesses, victims and perpetrators of violence as they relate to improved behavior and enhanced teaching and learning.

Generic Standard 10: Consultation. (b) Candidates have opportunities and experiences to display the ability to use communication, interpersonal, and problem-solving skills in consultation with teachers, administrators, other school personnel, family members, community groups, and agencies.

Generic Standard 11: Learning Theory and Educational Psychology. All approved CSWE programs must address this standard in its entirety.

DRAFT School Social Work Crosswalk

Generic Standard 16: Supervision and Mentoring. (a) The program provides candidates with opportunities and experiences to demonstrate knowledge of models of supervision used to mentor pre-professionals in practica and field experience placements.

Specialization Standard 17: Social Work Foundations (b) There is a special emphasis on school social work, in order to support the full development of pupils, their schools, the resources of their families and the linkage of community service resources, working in partnerships toward the shared goal of pupils' success.

Specialization Standard 18: Professional Ethics. Candidates demonstrate the ability to practice according to . . . the NASW Standards for School Social Work Services. Candidates demonstrate the ability to analyze and resolve ethical dilemmas that emerge in the practice of school social work.

Specialization Standard 19: Wellness and Resiliency Promotion. (b) Programs and services are designed for pupils, staff, families, and communities to maximize educational, social and promotional outcomes.

Specialization Standard 20: Direct Learning Support Services. (b) Candidates demonstrate the ability to deliver a continuum of prevention and intervention opportunities, services, and supports to maximize positive academic, social, and emotional outcomes to pupils, their families, and to enhance the school community for all its members.

Specialization Standard 21: System Level Learning Support Services. (b) Activities are based on knowledge of the mission and function of the school, school district and community and how these systemic factors contribute to learning outcomes in both positive and negative ways is not.

Specialization Standard 22: Pupil, Family, Faculty and Community Linkages and Partnerships. (a) Candidates demonstrate the skills to create and maintain linkages and partnerships with pupils, families, faculty and staff and the community.

Specialization Standard 23: Research. (b) Candidates demonstrate the ability to access and critically analyze research related to schools and communities.

Specialization Standard 24: Field Experience. All approved CSWE programs must address this standard in its entirety.

Specialization Standard 25: Determination of Candidate Competence Prior to recommending candidates for a School Social Work Credential, one or more persons who are responsible for the program determine that candidates have satisfied each professional standard. This determination is based on thorough documentation and written verification by at least one district supervisor and one institutional supervisor.

If you have questions about the CTC/CSWE-EPAS Crosswalk, please contact Katie Croy (kcroy@ctc.ca.gov)

DRAFT School Social Work Crosswalk

Appendix B

Resources:

CSWE-EPAS 2008 Standards

<http://www.cswe.org/File.aspx?id=13780>

CSWE Accreditation Website Link

<http://www.cswe.org/Accreditation/2008EPASDescription.aspx>

CTC/PPS-School Social Work Standards

<http://www.ctc.ca.gov/educator-prep/standards/pps.pdf>